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ABSTRACT

This sixth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in arranging for television and radio presentations which explain and promote their vocational programs. The terminal objective for the module is to arrange for a television or radio presentation concerning a vocational program. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, sample presentation plans, a self-check quiz, model answers, planning checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED154214

MODULE

G-6

Arrange for Television and Radio Presentations Concerning Your Vocational Program

MODULE G-6 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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CE 016 058

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

A vast number of the people in this country receive their information about local and national events through television and radio. These two communication media can provide the resourceful vocational teacher with a unique opportunity to publicize the vocational education program and increase public awareness of, and interest in, the efforts of the school.

Television and radio reach an audience that is not only large, but varied. Many of the people reached through these media have little or no knowledge of your vocational education program and cannot be reached through other communication channels. Therefore, you, as the vocational teacher, should know how to effectively use radio and television to communicate to this public the accomplishments, problems, and needs of your vocational program. The creative use of television and radio can offer you the reward of a public that is aware and supportive of, and interested in, the educational efforts you and your school are making.

This module is designed to give you competence in arranging for television and radio presentations designed to explain and promote your vocational program. It will give you skill in planning a presentation using a selected medium, preparing an appropriate script, and giving a presentation that reaches the intended audience.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, arrange for a television or radio presentation concerning your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 51–52 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and presenting television and radio presentations concerning a vocational program (*Learning Experience I*).
2. In a simulated situation, present a radio presentation concerning a vocational program (*Learning Experience II*).
3. In a simulated situation, present a television presentation concerning a vocational program (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: American Association of Agricultural College Editors. *Communications Handbook*. Third Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1976.

Learning Experience II

Required

A resource person to review and evaluate your radio script.

Audiotape equipment for recording and playing back a radio presentation you have prepared concerning a vocational program.

1–3 peers to act as an audience for your radio presentation and to evaluate your performance in giving the presentation. If peers are unavailable, you may present your presentation to your *resource person*.

Optional

Reference: Bagin, Donald, Frank Grazian, and Charles H. Harrison. *School Communications Ideas that Work: A Public Relations Handbook for School Officials*. Chicago, IL: Nation's Schools Press, McGraw-Hill Publications Company, 1972.

A radio station which you can visit to observe presentations and meet with program planning personnel.

Learning Experience III

Required

A resource person to review and evaluate your television script.

Videotape equipment for recording and playing back a television presentation you have prepared concerning a vocational program.

1–3 peers to act as an audience for your television presentation and to evaluate your performance in giving the presentation. If peers are unavailable, you may present your presentation to your *resource person*.

Optional

Reference: Bagin, Donald, Frank Grazian, and Charles H. Harrison. *School Communications Ideas that Work: A Public Relations Handbook for School Officials*. Chicago, IL: Nation's Schools Press, McGraw-Hill Publications Company, 1972.

A television station which you can visit to observe presentations and meet with program planning personnel.

Learning Experience IV

Required

An actual school situation in which you can arrange for television and radio presentations concerning your vocational program.

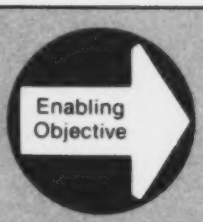
A resource person to assess your competency in arranging for television and radio presentations concerning your vocational program.

This module covers performance element numbers 244, 245 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

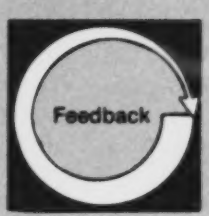


After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and presenting television and radio presentations concerning a vocational program.

You will be reading the information sheet, Planning and Presenting Television and Radio Presentations, pp. 6–18.

You may wish to read AAACE, *Communications Handbook*, pp. 67–110.

You will be demonstrating knowledge of the steps and procedures involved in planning and presenting television and radio presentations by completing the Self-Check, pp. 19–21.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

Activity

For information on the value of radio and television presentations in promoting a vocational program, and on how to plan and present a radio or television presentation, read the following information sheet:

PLANNING AND PRESENTING TELEVISION AND RADIO PRESENTATIONS

Radio and television are powerful communication tools and, when used effectively, they can inform a large and varied audience about important events in the vocational program. You, as a vocational teacher, should be able to communicate through these media by introducing newsworthy topics that will increase interest in, and support for, your vocational program.[1]

These two media can create audience **awareness** of the activities, benefits, goals, and objectives of your vocational program which, in turn, can develop public **support** for your vocational efforts. For example, if you are involved in a recruiting drive, the use of radio and television is an excellent way to publicize the goals and objectives of vocational education and, thus, interest students in enrolling in your program. Your recruiting efforts could also interest businesses in becoming training stations for co-op students.

In addition, radio and television can explain controversial issues and events, and highlight the need for public support of school bond issues, new programs, etc. Radio and television can be used effectively, too, for gaining support for, and increasing attendance at, fund-raising events or for getting the public to purchase products sold at these events. Or, they can simply publicize events such as an open house presented by the cooperative office education department, or an FFA exhibit on display at the state fair.

Many stations, especially in small communities, are open to suggestions for new presentations or short series features. If you have a good suggestion for a presentation, you might present your idea to the program director of a local television or radio station. Following are suggestions for presentations to promote your vocational program.

- The home economics teacher could develop a series on new appliances for the home, consumer credit, or inexpensive, low calorie party foods.
- The business administration instructor and students might present a skit dealing with the desirable and undesirable traits of office workers, or present a panel discussion on how to prepare for a job interview.
- The industrial arts teacher and students could discuss and demonstrate the safe use and proper care of the equipment for the home workshop; the upholstery or cabinetmaking teacher might illustrate good construction in home furniture.
- The health occupations instructor might present a weekly series highlighting the job opportunities in the health occupation field, or a mini-series on drug abuse.
- The teacher-coordinator for a distributive education program could present several skits to illustrate the activities of the vocational youth organization.
- The cooperative education teacher could develop a program on the accomplishments of students who are working in training stations or could highlight former students who graduated and then stayed on at their training stations with increased responsibility.

1. To gain skill in planning a comprehensive school-community relations effort, of which television and radio presentations may be a part, you may wish to refer to Module G–1, *Develop a School-Community Relations Plan for Your Vocational Program.*

Advantages and Limitations

Because radio and television can reach such a wide audience, they are more economical than other communication tools such as speeches or school bulletins. Many of these frequently used tools reach only the audience which is already definitely interested in your vocational program. However, radio and television command such a large and varied audience that you have an opportunity to create awareness and interest in those who might never have been exposed to vocational education. It is to the advantage of the school to use these media in many circumstances through a variety of presentations in order to reach different segments of the public.

Broadcasted programs provide you with an excellent opportunity to enlist the cooperation of community leaders. For example, a resourceful teacher can ask community leaders to provide props for a television show, to appear as resource persons, or to participate in a televised panel discussion. Their participation in your presentations can increase their understanding of vocational education and awaken their interest in the entire school situation.

Television and radio presentations need not be designed to affect only the public. They can be used as learning experiences for students. Involving students in planning, material development, and actual broadcasting can expose them to new and exciting experiences, and can increase student interest in your vocational program. This involvement can also provide you with an excellent opportunity to develop and utilize the creative talents of students in writing copy and making visual aids.

One important result of these publicity efforts is that they encourage the listeners to evaluate your school's educational procedures and problems. For example, when a person hears about the training stations that are using co-op students, or the new equipment that is needed in the home economics classes, he/she is likely to form an opinion about that subject. This is to your advantage because an informed public which becomes interested in your school's accomplishments or needs will often want to support the efforts of you and your school.

While there are many advantages to using this type of communication, there are some limitations that you should be aware of. Communicating through radio and television is a one-way process, and feedback is difficult to obtain. Since you are not presenting your information directly in front of an audience, you cannot answer their questions, nor note their reactions.

You will also find that presenting information to a wide audience in a single presentation does not allow you the opportunity to take into account different audience characteristics or interests and, thus, vary the information accordingly. Therefore, there is a chance that your audience will interpret your message in a variety of ways as a result of their different backgrounds or experiences. If these interpretations are slanted or distorted, you run the risk of alienating certain members of the audience. However, if you become knowledgeable concerning the various methods of presenting information on television and radio, and can use them effectively and wisely, many of these problems can be avoided.

Types of Media

Radio

This medium tends to carry more local news than television; for this reason, it is well suited to information about your vocational program. However, each station's programming format may vary, and you need to be aware of the various types.

In your area you probably may choose between AM and FM stations. Each AM and FM radio station will format its programming to appeal to a specific audience. Listeners may choose a station offering a certain type of music such as rock, classical, easy

listening, or country; or they may choose among stations that offer 24-hour news, news on the hour, or farm news. Programming that appeals to religious or ethnic interests is also available.

AM is the older and more common form of radio. It tends to have slightly larger audiences primarily because AM receivers are less expensive and more commonly found in automobiles. This gives it the unique advantage of reaching large audiences in the early morning and evening rush hours, and during weekends.

Most types of programming are available on AM stations, so you must choose the station which appeals to the audience you wish to reach. However, AM signals can be picked up by listeners over a large area, so much of the radio's audience may be outside your community. You should use this form of radio for general school-related information such as school exhibits on display or special work being done in the classroom.

Because of technical limitations unique to FM signals, FM stations tend to have a smaller audience than AM stations. This can be used to your advantage, however, because the audience is usually composed almost entirely of community members. Your vocational program announcements can be more specific and deal with such subjects as accomplishments of individual students, or with school-related contests, plays, or fund-raising events.

Commercial Television

Television can offer you an unequaled opportunity to have a strong impact on your audience. This media giant unites the elements of sight, motion, color, and sound. These elements, combined with well-written appropriate information, can have a positive effect on public interest.

Because television is a more complex operation than radio, more planning will be required to coordinate your presentation with the equipment and technicians. In addition, a good presentation can require extensive funding to pay for props, visuals, any costumes, and the equipment and people that are needed to film the presentation. For these reasons, your message should be of wide public interest, and you should be sure that visuals are necessary to properly convey the information.

Local stations do not have to be affiliates of one of the major networks, although many in your area probably are and carry a network logo. If you are considering television, do not be misled into believing that these stations are inaccessible. If your local station chose to belong to a network, they have also determined the amount of network programming to carry. This often leaves many hours open for local features, and your vocational program message could qualify for air time. Demonstrations of student skills, project exhibits, or skits announcing National Vocational Week would be topics suitable for television exposure.

Educational Television and Radio

Educational radio and television stations are likely to be the most easily accessible media for conveying your message. More than 200 of these publicly supported stations have been established to provide educational and cultural programs not usually available on commercial stations. A station assigned to one of the reserved educational channels must function on a nonprofit basis and make its facilities available to public schools, colleges, universities, and other educational agencies in the broadcast area.

Almost all of the nation's major metropolitan areas have at least one educational television (ETV) outlet. General information on vocational education goals and objectives, or controversial issues handled on panel discussions or debates could best be presented on educational stations. Just about every educational radio and T.V. station broadcasts a daily "Community Bulletin Board" or "Activities Calendar" for short announcements of community and school events.

Types of Presentations

Several kinds of presentations are appropriate for the promotion of the vocational education program. **Spot announcements** and **news items** are especially appropriate because air time is rela-

tively easy to obtain for these types of announcements, preparation time is limited, and few production costs are involved. When well prepared, these promotional tools can be extremely effective in promoting your vocational program.

Spots

A "spot" is a short **announcement** of an event or a short **appeal** for some type of action. Announcements of the appointment of a vocational coordinator, an open house program, or a fund-raising event are examples of presentations to fill the spot format.

You may be able to have your spot broadcast as a free **public service announcement,** or you may buy time and have a short message broadcast many times. For example, each year during Vocational Education Week individual stations might be persuaded to broadcast a number of spots urging people to visit the school and to support the vocational program. Because the audience will be different at different times of the day and evening, the message can be brought to more people

Radio and television spots can run anywhere from 10 to 60 seconds. Stations often prefer the longer spots because fewer of them are required to fill a unit of commercial time. For example, three 60-second spots conveniently fill a three-minute unit of time. However, six 30-second spots can make that same air time appear cluttered. But, if your message is to be given as part of public service time, you might consider a shorter message. Free public service time is viewed as a "filler" in case the station runs into empty air time. If a regular commercial is not slotted for a specific unit of time, or if it is completed in a shorter time than specified, the station will fill the extra time with a short public service announcement.

You can either supply the station manager with a script of your spot announcement, or you can record your message on tape and supply him/her with the tape. Both have advantages depending upon the information in your message. It might be advantageous for the audience to be able to identify with the station personality as he/she reads the script, or you might prefer to read it yourself.

News Items

Local stations are extremely interested in airing community interest items during their news broadcasts. Their primary news broadcasting purpose is to report features that affect or involve the community. You should make good use of this accessible instrument of communication to inform the public of school events and to keep your vocational program in public view.

You should submit news to the station in your area and include the **who, what, when, where,** and **why** of the event. Stay alert for interesting happenings in your vocational program, and provide your local station with complete coverage. Look for human interest stories such as the experiences of a person who has raised a prize winning steer, or the experiences of the fashion class in running a small boutique one day a month. In addition, provide information on such things as important speakers coming to your school, vocational contests, exhibits, demonstrations, or displays.

Often, station personnel will suggest additional coverage, and they might suggest sending a reporter to cover an event. A television station might also wish to film or record an activity at your school. The opportunities are endless, and the rewards are many. You can greatly enhance your program by staying alert for newsworthy items.

There may be times when a spot or news item format may not be the most effective method of presenting a certain topic—times when you want to make a more detailed presentation. In these cases, you will probably find air time more difficult to obtain and should consider the advantage of appearing on a scheduled program. Many regularly scheduled local radio and television programs, especially on educational channels, often devote time to information that is directed at public service or need. If you can arrange to be a guest on one of these programs, you might wish to be involved in one of the following types of presentations.

Guest Appearances

There are times when you, students, or a resource person in the community may have an informative message which needs to be delivered directly to an audience. Therefore, one of you may wish to appear as a guest on a radio or television program to speak directly to the community. For example, you may wish to discuss the objectives

and goals of vocational education in order to clear up public concerns. Or, a resource person might wish to discuss a school bond issue, or why there is a need for a new industrial arts laboratory. Many stations have a policy against broadcasting appeals for funds, so check with the station if this is your intent in speaking.

Panels

Television programs are often well suited for presenting panel discussions. They allow the audience to **see** panel members and **identify** with the varying personalities as they discuss a topic. Panel discussions are also well suited to presenting information and creating wide audience interest because of the different viewpoints and ideas presented.

In a limited sense, the panel can approximate a cross section of the community and, thus, interest a wide range of community members. Such a panel, for example, may consist of a school board member, a school employee, a citizen from outside the school system, a vocational student, and a vocational teacher who has the competency to serve as discussion leader and as a topic consultant. Topics to be discussed by this kind of a panel, which can create widespread interest, may include "How can vocational education better serve minority and handicapped groups?" or "Should cooperative education be a part of the vocational program?"

Debates

Activities such as debates on controversial issues quickly arouse interest. Radio, and especially television, are effective media for presenting these occasional contests of ideas, particularly when they contribute to a well-balanced understanding of the vocational program. You might wish to involve vocational and community leaders in debates such as "Are vocational education programs preparing students for the real world of work?" or "Should vocational education be offered only at the post-secondary level?"

Demonstrations

Television offers you an excellent opportunity to demonstrate the skills and accomplishments of vocational education students. Seeing the abilities of actual vocational students can create interest in your program and in vocational education in general. A television program, particularly on an educational channel, might be interested in hosting a demonstration of a home economics student creating an unusual menu item, or of a cosmetology student demonstrating the latest hairstyling techniques.

Interviews

Many radio and television programs which are broadcast in local areas depend on interviews with local community leaders to provide the subjects and interest for their shows. Local efforts in the area of vocational education would qualify for presentation on many of these programs and could be effectively used to promote the vocational program.

Interviews conducted by the vocational education teacher could focus on students discussing their problems and responsibilities when performing in a variety of training stations. Or, training station employers could discuss the business benefits of using co-op students as employees. Adult vocational students who have unusual interests or training needs (such as a 65-year-old grandmother learning photography in preparation for a round-the-world trip) can make excellent subjects for interviews. The resourceful vocational teacher can find a variety of interesting people who have useful information to share with the public.

Choosing the Appropriate Medium

You must have a definite objective in mind before choosing radio or television, and that objective should call for the use of these media over other communication forms. For example, you may feel that the community should be aware of the new service area or program that your school is offering, or of the first prize that your student vocational organization won in a national contest. Whatever your reason, remember that the key word is **community.** The station will want to know that your message is not limited to a very small audience, but will be of interest or concern to either the whole community, or to a significant segment of it.

Once you have determined your objective, and are confident that radio or television is the best method of publicizing it, you must decide which medium is available in your area and which would be best suited for your message. Depending upon your area, you could probably choose between the different types of programming available on commercial AM and FM radio, commercial television, and educational radio and television. Each of these media forms reaches a different audience and offers you different communication opportunities. You must decide which will be better suited to carry your message and reach the audience on which you wish to have an impact.

Developing a presentation can be very expensive, depending on the kind of props, equipment, costumes, or visual aids you use, and the amount of time your presentation will take. When choosing the medium most suited to your message, also be aware of the financial resources which you have at your disposal. If your funds are very limited, you might want to consider radio over television, or a spot announcement over a lengthy presentation.

When choosing the type of medium to carry your message, consider the importance of "sight" to your message. If it is important that your audience see the speaker or participants, or if visual aids are necessary to present the message effectively, you would choose television over radio. For example, a demonstration of student skills would obviously require a visual format. A complex explanation of facts and figures would probably be more effective if presented through graphs, charts, and other visual aids. Remember, however, that well-chosen sound effects on radio can have a dramatic effect on members of the audience in that they are required to use their imaginations in visualizing a "picture" of what is going on.

Because radio and television time can be expensive, you should consider the amount of free public service air time available at various stations. Commercial stations must renew a contract with the Federal Communications Commission every three years. The license received from the FCC states that the station will broadcast in the "public interest, convenience, and necessity." It also identifies the amount of time the station will devote to public service broadcasting. Depending upon the

financing behind the station, this can range from very little through 100 percent (as in the case of educational stations which are devoted entirely to public service). Even stations that are committed to little public service air time, though, will often broadcast public service messages if they are in the community interest.

When considering the advantages of public service broadcast time, you should be aware of one possible disadvantage. These announcements are fillers on commercial stations, and time is not slotted for their presentation. Therefore, you usually cannot be certain what day or time of day your message will be broadcast. It might be to your advantage to use educational stations for public service messages which you would like to have aired at a particular time, or for messages longer than 60 seconds. If your school's funds will permit, you might consider the advantages of buying specific air time on commercial stations.

In summary, when deciding among the various media, you will need to consider—

- the purpose of the announcement
- the audience to be reached
- importance of visual effects and/or sound effects to your message
- the amount of free air time available at various stations (if your message is suitable for public service broadcast)
- the equipment, time, effort, and money available for developing the presentation

Planning and Preparing Your Presentation

Contacting the Station

Each station will vary in regard to the procedures it follows and the facilities it has available. You will need to contact the program or public service director at least four weeks before ideal air time to get this information. You might find a visit to the station (by appointment) to be very helpful.

When you reach the station contact person, you will want to ask what types of programming the station uses in order to be sure that your message will reach the appropriate audience. If you wish to use **public service time,** you will need to know **how much** time and **what kinds** of time (e.g., spots, Sunday morning educational programs) are available.

To be able to broadcast your message during one of these slots, you will have to "sell" your idea to the station. You might find it helpful to visit the director with a prepared outline suggesting what you would like to do and ask him/her how best you could do it. Your chances of being granted public service time will depend upon your answers to the following questions.

- **What** is your message? (Be prepared to submit facts and workable ideas.)
- **Why** is it important? (You must convince the public service director that it is a public service or need.)
- **Who** should receive your message? (Your message must be of **general** interest to **all** viewers or listeners.)

If you decide to air your message on **commercial time,** you should be completely aware of all costs included. Air time costs can depend upon the particular station, the location of your community, and the time of day your message is broadcast. In addition to paying for air costs, you will have to pay for filming and/or prerecording costs (e.g., film reels, copies) if you do not have your own facilities for filming.

If you plan to submit a script to the station, you must check with the director about guidelines, policies, and format. While there are some general rules that can be followed, each station will vary in what it requires.

Writing Scripts

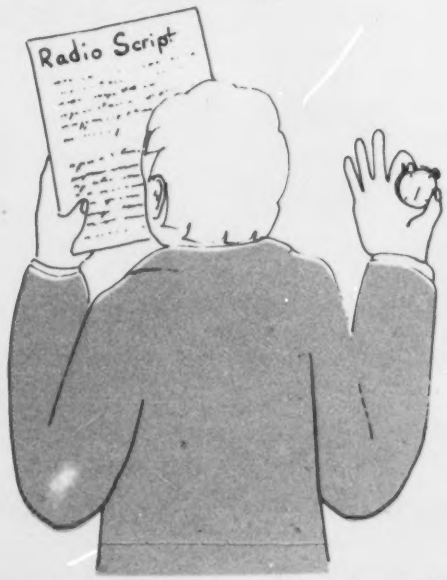
Since the public is not able to read a television or radio script, it is most important that the speaker communicate effectively. Therefore, the script must be written in a manner that allows the speaker to deliver a clear, correct message. It is important to remember that writing for radio and television requires different techniques and skills than are needed to write printed media. Writing words to be spoken must be different from writing words to be read in order to decrease the chances of distortion or misinterpretation.

Before you begin writing your script, talk over your ideas with students and other teachers. Ask for their suggestions, cooperation, and participation. Be sure you know exactly what message you wish your listeners or viewers to receive, and then clearly state that message in your script. The following are additional guidelines to follow when writing a script.

- Opening words should capture audience attention.
- The presentation should be paced to maintain interest.
- Use simple words and present tense.
- Write short, direct, simple sentences in a conversational style.
- Avoid "s," "z," or soft "c" sounds. They are difficult to read and often are not clearly heard.
- Avoid words which sound like other words, but have different meanings (e.g., cite, sight, site). If the word meaning cannot be clearly understood from the way it is used in the sentence, find a substitute.

Time limits.— Radio and television broadcasting is regulated by precise time limits. You will need to be certain that your script does not run over that limit by even one word. The guidelines may vary, but generally radio suggests a maximum of 160 words in one minute of script, and television suggests 120 words per minute (numbers each count as one word). These limits are not precise, however, because the writer must consider time

needed for such things as pauses, exaggerated emphases, dialect pacing, and difficult copy. Before submitting your script, read it in the manner in which it is to be broadcast, time yourself, and make any necessary adjustments. Provide ample time for all participants to rehearse their parts so that they have the correct timing.



Formats.—Although you should check with station personnel, the following guidelines for scripts are generally accepted.

- Manuscript should be typed, and double- or triple-spaced.
- Information should be typed on only one side of a soft fiber paper that will not rattle (e.g., mimeograph paper).
- Pages should not be folded or clipped together.
- Pages should be numbered.
- Sentences should not be continued from one page to another. (If a speaker is required to shift his/her gaze from the bottom line of one page to the top of another, a pause will be created that will be greatly magnified by the medium of radio.)
- Script should be submitted about ten days before air time.
- Give the station at least one extra copy of your script for its files.

Radio scripts.—If you are writing a radio announcement, specific information will need to be included in your script. You must be certain that you, as the originator of the announcement, are clearly identified in case the station wishes to contact you. Include your name, title, school and address, and phone number. Your script should also be titled with a subject heading and description of the type of announcement. This will allow the radio station personnel to quickly identify the content and form of your presentation. Specify the extra days through which your announcement is to run, and be sure to indicate when it is to be "killed" (discontinued).

Your script will need to contain all of the previously mentioned information. However, since some stations may require additional information, be sure to check with the station manager before submitting a script. Sample 1 is an example of a 30-second radio spot announcement. Note the format of the required information.

Television scripts.—A television script contains the same basic identifying information as a radio script. However, the body of the script is formatted differently since visuals must be incorporated into it. Therefore, most scripts for television are formatted into three columns. One column contains the **audio** (sound) portion of the program. Another column describes the **video** (picture) portion of the program. The third column is for the **director's notes,** usually written to the production staff. In this last column, the director notes camera positions and types of shots (e.g., close-up, pan, side angle, front angle, etc.). See Samples 2 and 3 for examples of television scripts.

Planning for Television

Television will require much more planning and coordinating than radio. Effective use of this medium requires a detailed consideration of visuals and equipment, appearance of participants, and needs of the filming crew.

Because you have the added element of visibility, you must be certain that the viewer is seeing a well-coordinated and pleasing picture on his/her screen. This means that you should use attractive props and visuals, and the movement and positions of participants must be planned thoroughly.

Visuals should be simple, clear, and attractive in appearance. To achieve this and get the best filming results, ideally you should limit the number of characters on a chart to no more than thirty. Charts of a gray color combined with black lettering will film much better than pure white charts and will provide you with clear, crisp visual aids. Avoid using glossy prints as visuals, because lights will reflect off the surface and make the picture difficult to see. Dull-finished prints are much clearer visuals. If you choose to use a demonstration table on your program, it must be carefully planned so as to not be distracting to the viewer or confusing to the participants. It should be neatly arranged with only essential items appearing on it. Attractive visual aids will enhance your television program, but they must be well coordinated with the total visual picture that viewers are seeing.

You might find it helpful to draw a simple layout of the filming set showing where everything should be. This will help you to avoid visual clutter and disorganization, and will help you plot the position and movements of participants (see Sample 4).

After you have written your script and planned the visual side of your program, you will need to prepare a detailed equipment list. If you are filming your program in the television station, it will help the production crew locate items they may have available.

Look at your script and from it prepare a list of equipment you will need. A list for a 5-minute interview with the personnel director of a local fast food chain which employs co-op students is given in Sample 5. (This list was derived from the television script given in Sample 2.)

SAMPLE 1

30-SECOND RADIO ANNOUNCEMENT

FROM: Ms. Jane Franklin, Vocational Education Teacher
Lee-Sumpter Joint Vocational School
140 Main Street
Woodville, Rhode Island
Telephone (school) 117–3624
Telephone (home) 481–2733

SUBJECT: Fashion show and luncheon prepared and presented by students.

DESCRIPTION: 30-second spot

DATE: Run March 19 through March 23.
Kill March 24.

COPY: Celebrate the spring! Students at Lee-Sumpter Joint Vocational School are preparing an afternoon of feasting and fashion. See them display their talents at a luncheon and fashion show Saturday, 12 noon, at the Sumpter County Community Center. The food will be prepared and served by the students. Students will also model a selection of original spring costumes. Get yourself a breath of spring. That's the Lee-Sumpter fashion show and luncheon—noon Saturday at the Community Center. Admission only one dollar and seventy-five cents.

SAMPLE 2

TELEVISION FORM

KMWO-TV
Newport, Texas

FROM: Ms. Peggy Abrams, Home Economics Teacher
Curtis High School
Newport, Texas
Telephone: 117–3624

DATE OF BROADCAST: 11/5

SHOW TITLE: "Newport News from Marcia Star"

PROGRAM DESCRIPTION: 5-minute interview of Ms. Sally Sweet, personnel director of Yummy Food, Inc., by Marcia Star, KMWO personality, on the subject of cooperative education

DIRECTOR: James Brandt

DIRECTOR'S NOTES	VIDEO	AUDIO
	on-the-job slides	"HERE WE SEE STUDENTS AT THE YUMMY FOOD RESTAURANT ON SPRING STREET WORKING AT A QUICK FRY STATION."
	school slides	"A BEGINNING STUDENT IS OPERATING THE COMMERCIAL MIXER THAT YUMMY FOOD INSTALLED AT CURTIS HIGH."
	Marcia Star and Ms. Sweet	"WHEN DID YUMMY FOOD BEGIN TO EMPLOY VOCATIONAL STUDENTS?"
	chart	"THE COOPERATIVE EDUCATION PROGRAM BEGAN THREE YEARS AGO."

SAMPLE 3

30-SECOND TELEVISION ANNOUNCEMENT

FROM: Harold Johnson, Director of Instruction
Tri-County Technical Institute
Cedar Point, Ohio
Telephone: 117–3624

DATE OF BROADCAST: Run Monday, Dec. 2, through Friday, Dec. 6.

SHOW TITLE:

PROGRAM DESCRIPTION: 30-second spot to acquaint public with the business education program.

DIRECTOR: Jill Foster

DIRECTOR'S NOTES	VIDEO	AUDIO—86 words
		ANNOUNCER:
	Slide No. ____ Business students typing in the typing laboratory.	"THE BUSINESS EDUCATION PROGRAM PREPARES MANY OF THE STUDENTS TO VENTURE OUT INTO THE BUSINESS WORLD AND BECOME PRODUCTIVE CITIZENS."
	Slide No. ____ A vocational business student at one of the training stations taking dictation from the supervisor.	"EFFICIENT SECRETARIES WILL ALWAYS BE NEEDED. SECRETARIES WITH GOOD SKILLS ARE THE BACKBONE OF THE BUSINESS WORLD."
	Slide No. ____ Group of business students appearing as secretaries.	"THESE STUDENTS NOT ONLY LEARN THE SKILLS NEEDED IN BUSINESS, BUT ALSO PERSONAL TRAITS SUCH AS GOOD GROOMING AND PROPER DRESS WHICH ARE EXPECTED OF AN EFFICIENT SECRETARY."

NOTE: *The blank following "Slide No." is for the station to insert its own identifying number for your slide.*

Planning is extremely important if your television presentation is to effectively capture the interest of the viewer. Be sure that you have completed the following items.

- consulted station personnel on script and all visual aids
- identified and located all props or visuals
- used real objects whenever possible
- planned positions and movements of all participants
- written copy that supports all visuals
- planned costumes or clothing of all participants
- prepared script in the manner prescribed by the local station
- used simple, clear supporting materials
- avoided clutter of people, props, and visuals

Because television requires special consideration for visual impact, you should remember the following when delivering a presentation.

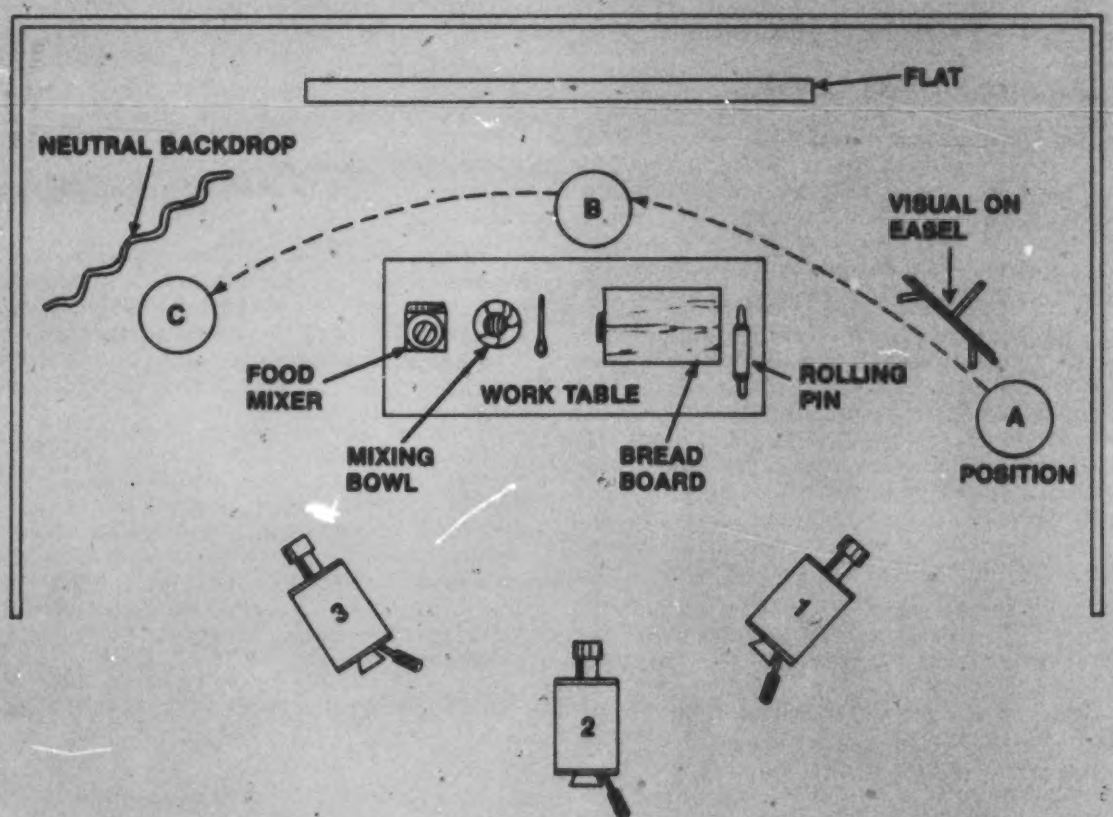
- Keep your head up and always look at the camera.
- Speak in a normal conversational tone.
- Use occasional, deliberate gestures, and perform them naturally so the camera can easily pick them up.
- Make sure that visuals are in good view of the camera.
- If you are demonstrating a skill in building a project, show the finished project.
- A visual should not be left on the screen more than 20 seconds at one time unless you are still describing it.
- At the end of the presentation, do not move until signaled that you are off the air.

Choosing Participants

Including a number of participants in your presentation can add variety and interest to your information. However, these people need to be carefully chosen for their abilities, and you should avoid "cluttering" the set with too many speakers. As a general guideline, you should limit the number of participants to two or three for a 15-minute presentation.

SAMPLE 4

DIAGRAM OF A FILMING SET



This diagram illustrates the layout of the demonstration table for a television presentation. Items 1, 2, and 3 represent camera angles; A, B, and C represent the positions and movement of the participant.

SAMPLE 5

EQUIPMENT LIST

1. Films and Slides
   a. slides of students on the job
   b. slides of students working on simulated jobs at school
2. Charts
   a. charts showing the local growth of cooperative vocational education
3. Furniture
   a. table
   b. two chairs
4. Properties
   none
5. Personnel
   a. television station crew (see director)
   b. Ms. Star, local television personality who will conduct the interview
   c. Ms. Sweet, personnel director of Yummy Food, Inc.

Rehearsing the Presentation

Radio and television presentations need to be rehearsed many times before the final airing. Your program participants need several practice sessions before they will feel comfortable and relaxed in their roles. The confidence obtained from these sessions will help them give a presentation which appears natural and is interesting.

You will probably be prerecording your presentation for broadcast at a later time. Some stations still record "live" (broadcast at the same time the presentation is being enacted), but this is usually avoided in favor of the advantages of prerecording. This method allows the presentation to be edited or slightly changed before broadcast and also allows you to see or hear your performance on the air. It would be wise, though, to ask station personnel which method the station prefers.

Radio and television air time is precious because it is expensive, limited, and one of the most popular methods of advertising. For these reasons, when planning your vocational education presentation you may experience some difficulty in securing the media or the type of programming you desire.

There will be occasions when station personnel will prefer to read your script, and you will not have an opportunity to present the information yourself. You might also find that the station does not have time available for the panel discussion you wish to present, so you must find another method of disseminating your information.

The problems involved in using radio and television can be many, but the rewards can be limitless. If you choose to convey information about your vocational education program through radio or television, remain open to suggestions and advice from station personnel. These people are interested in informative and interesting local news and will usually do their best to help you in your publicity efforts.

For information and guidelines on the techniques for preparing and delivering effective radio and television presentations, you may wish to read AAACE, *Communications Handbook*, pp. 67–110.

The following items check your comprehension of the material in the information sheet, Planning and Presenting Television and Radio Presentations, pp. 6--18. Each of the six items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What reasons might you give for promoting your vocational program through the use of radio and television?

2. Your vocational supervisor suggests that you promote a particular phase of your vocational program through the use of television or radio. What are some factors that might make you decide that another form of communication would be more suited to the purposes of your message?

3. What is public service broadcasting time? What are your alternatives to using public service time on commercial television and radio, and why might you choose an alternative?

4. Your decision to choose either radio or television, or a specific form of either, to promote your program, will be based on specific considerations? What are these considerations?

5. You have decided to write an announcement for use on television or radio. State some key points to remember when writing the announcement.

6. A television program must be well coordinated and planned in order to achieve an effective, attractive presentation. What planning details must you organize to achieve this objective?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A majority of the people in this country use television and radio as primary sources for national and local news. You might be interested in reaching people who don't have students in your vocational program or who just weren't aware of it. You can gain the interest and support of these people by bringing informative presentations into their homes and enlightening them concerning your program goals, objectives, and accomplishments.

   Community leaders are usually interested in media exposure, and you might wish to involve them in your radio and television presentations. This support can increase their understanding and also lend credibility to your publicity efforts. In addition, you might choose television and radio as promotional tools in order to involve students in an interesting and exciting type of media. You can develop creative talent by letting them write copy, design visual aids, or even appear before the camera.

2. You would probably veto the use of television and radio if the nature of your message made another form of communication more appropriate. If the audience you wish to reach is limited, you would not need to use a medium that reaches a wide variety of people. Or, if your school publicity budget is small, you might decide that it would be wiser to devote available monies to a presentation that would be of more general interest. If your information is controversial and possibly subject to misinterpretation, you might not choose television or radio. You might, instead, want to use a form of communication which allows you to identify and respond to audience reactions, or which allows you to vary the content and approach to fit the characteristics, interests, and concerns of different audiences.

3. Public service broadcasting is free air time devoted to messages and programs of widespread community service or need. In most cases, if your message is of interest to the entire community, you will qualify for this air time. Because public service time is used as a time filler on commercial stations, you might not be granted the amount of time you wish, however. You also will not know exactly when your information will be broadcast. If this will make a difference, you might choose to appear on an educational television or radio channel, or you might wish to buy air time on a commercial station.

4. Both radio and television can reach wide audiences and have a powerful impact on the listener/viewer. However, the type of information you want to present and your objective in presenting this information will limit the methods you may use. If visuals are very important in effectively delivering your message, you would choose television over radio. If your funds are limited and sound effects could adequately convey for the listener what was going on, you would choose radio.

   Radio and some television stations are formatted to appeal to a particular audience. You will want your message to reach a certain population, so you must choose the format that appeals to the group you wish to influence. For example, it might be more effective to advertise an FFA community service project on an educational radio station (or as a public service announcement), rather than on a station which features rock music. On the other hand, if you wanted to advertise an FFA fund-raising dance emceed by a local disc jockey, the rock station might be the best choice. The equipment, time, effort, and money available for developing your presentation will also influence your decision. If your resources are limited, you would want to use radio, appear on an educational television or radio channel, or limit yourself to strictly public service air time.

5. After determining the message and the most appropriate outlet for your announcement, contact the program or public service director for information on public service air time, amount of time available to you, and station requirements and procedures. Your message should be delivered in a natural, conversational style. Thus, you will want to write short, simple, direct sentences which clearly relay your in-

formation. Avoid words which are difficult to understand or might be misinterpreted. Your opening words should make the audience want to hear more, and you should pace your message to maintain this interest. After considering dialect and pauses, your message should contain the exact number of words per minute required.

All good presentations must be well planned and organized. Choose your speakers with care, and provide them with ample rehearsal time so they will appear natural in their roles. Plan and assemble all supporting materials; provide the station with two copies of your correctly formatted script. Be sure these copies are typewritten, double- or triple-spaced, and include all required descriptive information.

6. Before beginning any of your own planning for television presentations, check with station personnel on requirements and procedures. They probably have their own form for audio and visual specifications and possibly might wish to design the program format themselves. After this has been completed, prepare a detailed equipment list and locate all items. Your visuals should be designed for clarity and simplicity, and you should decide on an organized way of displaying them. An attractive television picture is not achieved through clutter and disarray. Outline the positions and movements of your cast, coordinate their clothing, plan the positioning of props and visuals. When your plan is ready to be put into action—rehearse and rehearse!

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning and Presenting Television and Radio Presentations, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

In a simulated situation, present a radio presentation concerning a vocational program.

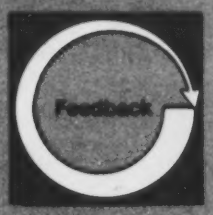
You will be selecting a feature of a vocational program that lends itself to promotion through a radio presentation.

You will be developing a complete plan and script for the radio presentation.

Your competency in developing a plan and script for a radio presentation will be evaluated by your resource person, using the Planning Checklist: Radio, p. 29.

You will be audiotaping your radio presentation.

You will be presenting your audiotaped program to a group of peers, or to your resource person.



Your competency in presenting a radio presentation concerning a vocational program will be evaluated by your peers, or by your resource person, using the Radio Presentation Checklist, pp. 31–35.

You may wish to read the supplementary reference, Bagin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials*, pp. 118–127.

You may wish to visit a radio station to observe a program being broadcast and to discuss program planning with station personnel.

Select a feature of a vocational program with which you are familiar that could be promoted or explained through a radio presentation.

Prepare a complete plan and script for the presentation. Your plan should specify—

- the purpose of your presentation (e.g., to publicize a student vocational organization fund-raising event)
- the audience you would wish to reach with your message
- the type of radio programming you would use (AM or FM; educational or commercial radio, public service or commercial time; format—rock music, 24-hour news, etc.)
- the type of presentation you would use (30-second spot; 5-minute interview; news item, etc.)

Your script should be complete, and correctly edited and typed.

After you have prepared your plan and script, arrange to have your resource person review and evaluate your work. Give him/her the Planning Checklist: Radio, p. 29, to use in evaluating your work.

NOTES

PLANNING CHECKLIST: RADIO

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully.

	Yes	No
In planning the radio presentation, the teacher:		
1. selected a feature that could be appropriately promoted on radio	☐	☐
2. identified the target audience for the message	☐	☐
3. selected a type of radio programming appropriate to the message and audience selected	☐	☐
4. selected a type of presentation appropriate to the message, audience, and type of programming selected	☐	☐
5. prepared the presentation according to the following standards:		
a. clear and concise sentence structure	☐	☐
b. only one subject presented	☐	☐
c. informative	☐	☐
d. language understandable to the average listener	☐	☐
e. ambiguous words omitted	☐	☐
6. prepared a script which met the following standards:		
a. double- or triple-spaced copy	☐	☐
b. copy on only one side of paper	☐	☐
c. script writer was completely identified	☐	☐
d. subject of program or announcement stated	☐	☐
e. type of program announcement stated	☐	☐
f. length of program and date(s) the announcement should run identified	☐	☐
g. when to kill announcement stated, if applicable	☐	☐
h. correct number of words for the length of time given to the program or announcement	☐	☐

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Planning and Presenting Television and Radio Presentations, pp. 6–18, review your plan accordingly, or check with your resource person if necessary.

Based on your plans, make any necessary preparations for audiotaping your presentation, and then audiotape your program (e.g., if you have planned a 5-minute interview between you and a vocational student, you will need to locate a peer or other person to participate in the interview, provide him/her with a script, practice your presentation, etc.). If you are unfamiliar with audiotape equipment, you may need to have someone else tape your presentation.

Present your audiotaped program to a group of one to three peers. These peers will serve two functions: (1) they will act as an audience for your presentation, and (2) they will evaluate your performance. If peers are not available to you, you may present your program to your resource person.

Multiple copies of the Radio Presentation Checklist are provided in this learning experience. Give a copy to each peer or to your resource person before playing the audiotape in order to ensure that each knows what to look for in your presentation. However, indicate that during the presentation, all attention is to be directed toward the audiotaped program, and that the checklists are to be completed **after** the presentation is finished.

RADIO PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The radio presentation:				
1. began with introductory remarks that captured the listener's attention	☐	☐	☐	☐
2. maintained a pace which held audience interest	☐	☐	☐	☐
3. appeared to be rehearsed because speaker(s) sounded comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. was presented so that its purpose was quickly identifiable by listeners	☐	☐	☐	☐
7. was of benefit to the community	☐	☐	☐	☐
8. was an accurate reflection of activities in the vocational program	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

RADIO PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

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Date _____

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LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The radio presentation:				
1. began with introductory remarks that captured the listener's attention	☐	☐	☐	☐
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3. appeared to be rehearsed because speaker(s) sounded comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. was presented so that its purpose was quickly identifiable by listeners	☐	☐	☐	☐
7. was of benefit to the community	☐	☐	☐	☐
8. was an accurate reflection of activities in the vocational program	☐	☐	☐	☐

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NOTES

RADIO PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The radio presentation:				
1. began with introductory remarks that captured the listener's attention	☐	☐	☐	☐
2. maintained a pace which held audience interest	☐	☐	☐	☐
3. appeared to be rehearsed because speaker(s) sounded comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. was presented so that its purpose was quickly identifiable by listeners	☐	☐	☐	☐
7. was of benefit to the community	☐	☐	☐	☐
8. was an accurate reflection of activities in the vocational program	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

For further information on how to prepare radio presentations, you may wish to read Bagin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials*, pp. 118–127.

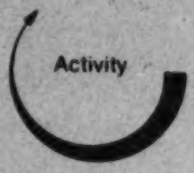
You may wish to arrange through your resource person to visit a local radio station. During your visit, you could meet with the station's program planners to discuss techniques for planning and preparing presentations. You may also discuss any ideas you may have for future presentations to promote a vocational program. If possible, you may wish to observe an actual presentation being broadcast at the station.

Learning Experience III

OVERVIEW

In a simulated situation, present a television presentation concerning a vocational program.

You will be selecting a feature of a vocational program that lends itself to promotion through a television presentation.

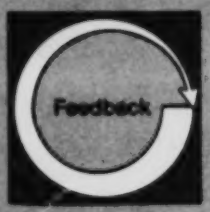


You will be developing a complete plan and script for the television presentation.

Your competency in developing a plan and script for a television presentation will be evaluated by your resource person, using the Planning Checklist: Television, pp. 41–42.

You will be videotaping your television presentation.

You will be presenting your videotaped program to a group of peers, or to your resource person.



Your competency in presenting a television presentation concerning a vocational program will be evaluated by your peers, or by your resource person, using the Television Presentation Checklist, pp. 43–48.

You may wish to read the supplementary reference, Bagin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials*, pp. 116–127.

You may wish to visit a television station to observe a program being broadcast and to discuss program planning with station personnel.

Select a feature of a vocational program with which you are familiar that could be promoted or explained through a television presentation.

Prepare a complete plan and script for the presentation. Your plan should specify—

- the purpose of your presentation
- the audience you would wish to reach with your message
- the type of television programming you would use (commercial or educational television; public service or commercial time)
- the type of presentation you would use (30-second spot, 5-minute interview, panel discussion, demonstration, etc.)

Your script should be complete, and correctly edited and typed.

After you have prepared your plan and script, arrange to have your resource person review and evaluate your work. Give him/her the Planning Checklist: Television, pp. 41–42, to use in evaluating your work.

NOTES

PLANNING CHECKLIST: TELEVISION

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully.

	Yes	No
In planning the television presentation, the teacher:		
1. selected a feature that could be appropriately presented on television	☐	☐
2. identified the target audience for the message	☐	☐
3. selected a type of television programming appropriate to the message and audience selected	☐	☐
4. selected a type of presentation appropriate to the message, audience, and type of programming selected	☐	☐
5. selected simple, attractive, and forceful visual material	☐	☐
6. prepared an equipment list	☐	☐
7. planned movements and position of participants, visuals, props	☐	☐
8. prepared the presentation according to the following standards:		
a. clear and concise sentence structure	☐	☐
b. only one subject presented	☐	☐
c. informative	☐	☐
d. language understandable to the average viewer	☐	☐
9. prepared a script which met the following standards:		
a. double- or triple-spaced copy	☐	☐
b. copy on only one side of paper	☐	☐
c. script writer completely identified	☐	☐
d. program briefly described	☐	☐
e. dates of broadcast stated	☐	☐
f. space allowed for director's notes, video description, and audio description	☐	☐
g. copy supports video materials	☐	☐
h. correct number of words for the length of time given for the program or announcement	☐	☐

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Planning and Presenting Television and Radio Presentations, pp. 6–18, revise your plan accordingly, or check with your resource person if necessary.

Based on your plans, make any necessary preparations for videotaping your presentation, and then videotape your program (e.g., if you have planned a demonstration, you will need to locate the necessary materials for your presentation, practice your demonstration, etc.). If you are giving the presentation yourself, you will need technical assistance in operating the videotape equipment.

Present your videotaped program to a group of one to three peers. These peers will serve two functions: (1) they will act as an audience for your presentation, and (2) they will evaluate your performance. If peers are not available to you, you may present your program to your resource person.

Multiple copies of the Television Presentation Checklist are provided in this learning experience. Give a copy to each peer or to your resource person before playing the videotape in order to ensure that each knows what to look for in your presentation. However, indicate that during the presentation, all attention is to be directed toward the videotaped program, and that the checklists are to be completed **after** the presentation is finished.

TELEVISION PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The television presentation:				
1. began with introductory remarks that captured the viewer's attention	☐	☐	☐	☐
2. maintained a pace which held audience interest	☐	☐	☐	☐
3. appeared to be rehearsed because speaker(s) seemed comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. included the use of visuals that were simple, attractive, and easy to see	☐	☐	☐	☐
7. included the use of visuals that supported the audio portion of the presentation	☐	☐	☐	☐
8. included the use of real objects whenever possible	☐	☐	☐	☐
9. was presented so that its purpose was quickly identifiable by viewers	☐	☐	☐	☐
10. was an accurate reflection of activities in vocational education	☐	☐	☐	☐
11. was of benefit to the community	☐	☐	☐	☐
12. was not marred by "dead" visuals	☐	☐	☐	☐
13. was given on a set that was simple and organized	☐	☐	☐	☐
The participants:				
14. looked at the camera	☐	☐	☐	☐
15. used gestures that were performed occasionally and deliberately	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

TELEVISION PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The television presentation:				
1. began with introductory remarks that captured the viewer's attention	☐	☐	☐	☐
2. maintained a pace which held audience interest	☐	☐	☐	☐
3. appeared to be rehearsed because speaker(s) seemed comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. included the use of visuals that were simple, attractive, and easy to see	☐	☐	☐	☐
7. included the use of visuals that supported the audio portion of the presentation	☐	☐	☐	☐
8. included the use of real objects whenever possible	☐	☐	☐	☐
9. was presented so that its purpose was quickly identifiable by viewers	☐	☐	☐	☐
10. was an accurate reflection of activities in vocational education	☐	☐	☐	☐
11. was of benefit to the community	☐	☐	☐	☐
12. was not marred by "dead" visuals	☐	☐	☐	☐
13. was given on a set that was simple and organized	☐	☐	☐	☐
The participants:				
14. looked at the camera	☐	☐	☐	☐
15. used gestures that were performed occasionally and deliberately	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

TELEVISION PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The television presentation:				
1. began with introductory remarks that captured the viewer's attention	☐	☐	☐	☐
2. maintained a pace which held audience interest	☐	☐	☐	☐
3. appeared to be rehearsed because speaker(s) seemed comfortable in the role(s)	☐	☐	☐	☐
4. was presented within prescribed time limits	☐	☐	☐	☐
5. was uncomplicated and easy to follow	☐	☐	☐	☐
6. included the use of visuals that were simple, attractive, and easy to see	☐	☐	☐	☐
7. included the use of visuals that supported the audio portion of the presentation	☐	☐	☐	☐
8. included the use of real objects whenever possible	☐	☐	☐	☐
9. was presented so that its purpose was quickly identifiable by viewers	☐	☐	☐	☐
10. was an accurate reflection of activities in vocational education	☐	☐	☐	☐
11. was of benefit to the community	☐	☐	☐	☐
12. was not marred by "dead" visuals	☐	☐	☐	☐
13. was given on a set that was simple and organized	☐	☐	☐	☐
The participants:				
14. looked at the camera	☐	☐	☐	☐
15. used gestures that were performed occasionally and deliberately	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

For further information on how to prepare television presentations, you may wish to read Bagin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials*, pp. 118–127.

You may wish to arrange through your resource person to visit a local television station. During your visit, you could meet with the station's program planners to discuss techniques for planning and preparing presentations. You may also discuss any ideas you may have for future presentations to promote a vocational program. If possible, you may wish to observe an actual presentation being broadcast at the station.

Learning Experience IV

FINAL EXPERIENCE

While working in an actual school situation,* arrange for a television or radio presentation concerning your vocational program.

As you fulfill your teaching duties, arrange for a television or a radio presentation concerning your vocational program. This will include—

- selecting a feature from your vocational program that you wish to promote through radio or television
- choosing the most appropriate medium to carry your message
- meeting with radio or television personnel to discuss schedules, requirements, and procedures for preparing and presenting a presentation
- preparing the presentation (e.g., 30-second spot announcement, 5-minute interview)
- preparing an appropriate script for your presentation
- selecting and/or preparing visuals, if appropriate
- rehearsing the presentation

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your community may not offer you a variety of television and radio stations, or even a choice between television and radio. If this is the case, choose the medium which is most accessible to you, and then determine the feature from your vocational program that could be best publicized on that medium.

In this real world situation, you may also find that the program or public service director at the station will want to help you plan or write much of your presentation, or will even want station personnel or someone else to present your message. If this occurs and the station is the only available one in your area, you may complete all other planning steps and still complete the module. However, it is preferred that you locate an opportunity which allows **you** to plan and present the television or radio presentation.

Arrange in advance to have your resource person review your script and other documentation, and observe/listen to your presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 51–52.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in arranging for a television or radio presentation concerning your vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Arrange for Television and Radio Presentations Concerning Your Vocational Program (G–6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
When planning the presentation, the teacher:						
1. identified the purpose of the presentation before contacting the station personnel	☐	☐	☐	☐	☐	☐
2. chose a subject that was in the public service or need	☐	☐	☐	☐	☐	☐
3. chose a subject that was uncomplicated and easy to convey	☐	☐	☐	☐	☐	☐
4. identified the target audience	☐	☐	☐	☐	☐	☐
5. chose a type of presentation that was within the bounds of the school's financial resources	☐	☐	☐	☐	☐	☐
6. chose a type of presentation which could best relate the purpose and objective of the program	☐	☐	☐	☐	☐	☐
7. chose the medium which would best convey the message	☐	☐	☐	☐	☐	☐
8. identified any public service broadcasting opportunities	☐	☐	☐	☐	☐	☐
9. contacted station personnel at least four weeks before ideal air time	☐	☐	☐	☐	☐	☐
10. obtained information on correct procedures and techniques for presenting the presentation	☐	☐	☐	☐	☐	☐
11. involved students and/or peers in the preparation as appropriate	☐	☐	☐	☐	☐	☐
12. involved peers, students, and/or community resource persons in presenting the program as appropriate	☐	☐	☐	☐	☐	☐
The script met the following general guidelines:						
13. defined the purpose of the presentation so that it was quickly identifiable by all listeners	☐	☐	☐	☐	☐	☐
14. written within the station's approved format	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
15. written in conversational sentences	☐	☐	☐	☐	☐	☐
16. lively and interesting	☐	☐	☐	☐	☐	☐
17. correct number of words per minute for the length of time given the presentation	☐	☐	☐	☐	☐	☐
18. correctly edited	☐	☐	☐	☐	☐	☐
19. submitted about 10 days before air time	☐	☐	☐	☐	☐	☐
When including visuals in the television script, the teacher:						
20. supported visuals with an appropriate dialogue	☐	☐	☐	☐	☐	☐
21. prepared an equipment list	☐	☐	☐	☐	☐	☐
22. plotted the position and movements of participants, visuals, and props	☐	☐	☐	☐	☐	☐
23. prepared simple clear visuals	☐	☐	☐	☐	☐	☐
24. included real objects whenever possible	☐	☐	☐	☐	☐	☐
Program participants were rehearsed to the extent that:						
25. they seemed comfortable in their roles	☐	☐	☐	☐	☐	☐
26. they made the presentation within the prescribed time limits	☐	☐	☐	☐	☐	☐
When presenting the television presentation, participants:						
27. looked at the camera	☐	☐	☐	☐	☐	☐
28. performed occasional and deliberate gestures	☐	☐	☐	☐	☐	☐
29. utilized visuals effectively as part of the scene	☐	☐	☐	☐	☐	☐
30. spoke in an interesting and conversational manner	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542-2586